HOT TOPICS

Meeting the Needs of English Learners With Disabilities

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PRESENTATION AGENDA

- **Introduction to ELs With Disabilities**
- **Statewide Testing and ELD Standards**
- **Strategies to Address Disproportionality in Special Education**
- **Assessment of English Learners for Special Education Eligibility**
- **IEP Development**
- **Programs & Services Reclassification to RFEP of English Learners**
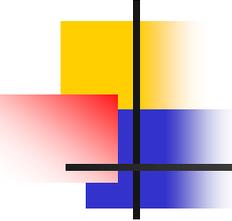
ENGLISH LEARNERS (ELS) CENSUS DATA IN CALIFORNIA

- 1.4 million EnglishLearners (ELs) in California
- 2,664,921 students speak a language other than English in their home (Els, FEP, and RFEP)
- 73% are enrolled in elementary grades (K-6))
- 27% are enrolled in secondary grades (7-12)
- 83.5% speak Spanish; 2.2% Vietnamese; 1.5% Mandarin; 1.3% Filipino; 1.3% Arabicn;1.2% Cantonese

Fall 2015 CDE Census Data
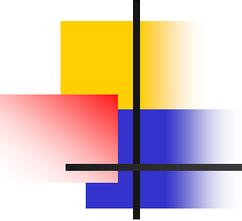
ENGLISH LEARNER STATISTICS

Census Bureau data from the Public Policy Institute Center (PPIC) dated 11-29-16 indicates English learners are historically the fastest growing subgroup of children in the public school population, with an increase of about 51% between 1997/98 and 2008/09. During that same time frame the general population increased by 7.2%. *In 2015* Limited English Proficient (LEP) students (ELS) represent about 20.2% (2016-17 Dataquest) *22.1%* of students in California and about *9%* of students nationwide.

# SECOND LANGUAGE ACQUISITION RESEARCH
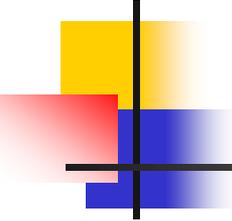
If a child's first language is adequately developed and there is no indication of developmental delays, it can provide the basis for the transfer of what has been mastered in the first language (phonological rules, language structures, and vocabulary) to the second language. If the first language is not developed to the level of proficiency, it cannot support the second language. As a result, negative consequences in both cognitive and educational domains could occur

Cummins, 1984

SECOND LANGUAGE ACQUISITION RESEARCH
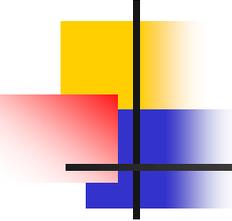
- Cumins (1984) suggests that it takes an individual student an average of 2-3 years toacquire what is referred to as social language. This is known as Basic Interpersonal Communication Skills (BICS).

- It takes an average of 5-7 years for an individual to acquire language skills needed for academic success known as Cognitive Academic Language Proficiency (CALPS)

Yansen & Shulman, 1996

STATEWIDE TESTING

OF

ENGLISH LEARNERS and ELD STANDARDS
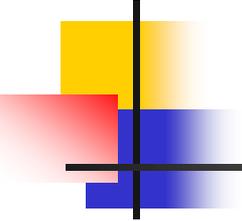
CURRENT CA STATE ELP ASSESSMENT

The CELDT assesses public school students in K–12 in four domains:

>Listening
>Speaking
>Reading, and
>Writing

o The CELDT <u>currently</u> is aligned to the 1999 English language development (ELD) standards*

The last administration of CELDT with be for initial assessment in Fall of 2017

NEW STATEWIDE ASSESSMENT ELPAC
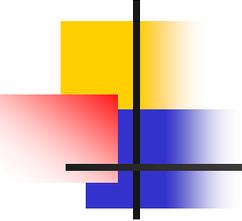
The new assessment that will replace CELDT will be the *ELPAC* in California public schools

- ELPAC has a targeted administration date of Spring of 2017-2018

- The ELPAC will potentially be a spring administration

Comparison of the CELDT to the ELPAC

CELDT	ELPAC
Aligned with the 1999 English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, and 9–10, and 11–12
Reported in five performance levels	Proposed four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing
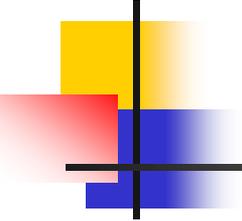
ALTERNATE ASSESSMENT

According to California Code of Regulations, Title 5 (5 CCR) sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as EC Section 313, the initial and annual administration of the CELDT are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the CELDT. For those students whose disabilities preclude them from participating *in one or more domains of the CELDT*, their IEP teams may recommend accommodations, or an alternate assessment.

EC Section 56385, 5 CCR 11516.5 through 11516.7, and the "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

ALTERNATE ELP ASSESSMENT
Continued
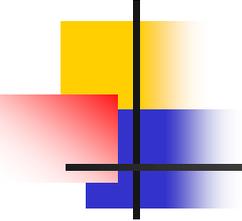
Per the ED:

- The alternate assessment must be aligned with the ELD Standards.
- The results of alternate assessments and/or the CELDT are part of current levels of performance in the IEP.
- The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals

EC sections 56341.1[b] and 56345[b][2]

2016–17 and 2017–18 CELDT Information Guide

DETERMINING HOW STUDENTS WILL PARTICIPATE IN STATE ELP ASSESSMENT

Using the *Participation Criteria Checklist* for Alternate Assessments found in *the CDE CELDT Information Guide, D*etermine whether the student will require an alternate assessment(s) or can participate in the CELDT using test variations, accommodations, and/or modifications.
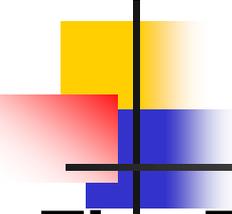
ED FAQ GUIDANCE 2014

The FAQs address:

- General obligations (e.g., all English learners must be assessed)
- Role of the IEP team
- Accommodations and alternate assessments
- Exit from English learner status
- AMAOs

**The ED guidance can be found at:
http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf.**

POTENTIAL ALTERNATE ASSESSMENTS TO CELDT

Resource List for Possible Alternate Assessments Used In the Past – (Alignment to EL Standards is Uncertain)

Test Name	Skills Assessed	Organization or Publisher	Contact Information
*VCCALPS (adapted ALPI with Reading & Writing)	Listening, Speaking, Reading & Writing	Ventura County SELPA	http://www.venturacountyselpa.com/
*Alternative Language Proficiency Instrument (ALPI)	Listening Speaking	Orange County Dept.of Education	714-966-4120
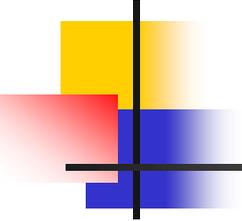
SBAC ASSESSMENT AND ELS

SBAC Supports Relevant to ELS

- **"Universal tools"** - for all (spell check, ruler, etc.)

- **"Designated Supports"** - includes ELs and students with 504 Plans and IEPs" – may be designated by an IEP team or other educator

- **"Accommodations" –** Must be designated in IEP or 504 Plan (ELs with disabilities)
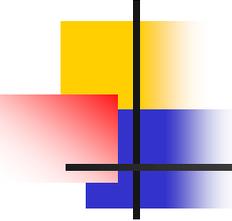
CALIFORNIA ELD STANDARDS

CA ELD STANRDARDS OVERVIEW
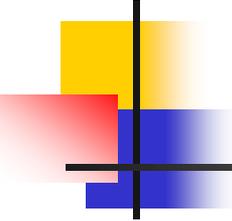
➢ Language acquisition is treated as a **non-linear** linguistic and social process

➢ Based on theory, **research**, and best practices

➢ Understandable and usable

➢ **Asset vs. deficit approach** (literacy foundational skills target varying profiles of ELs, tapping linguistic resources

➢ Focus on teaching **"academic English"**
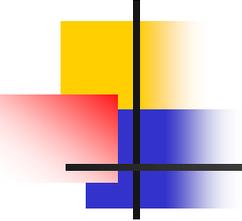
CA ELD STANRDARDS MODES OF COMMUNICATION

Three modes of communication:

1) **Collaborative** (engagement in dialogue with others),

1) **Interpretive** (comprehension and analysis of written and spoken texts), and

1) **Productive** (creation of oral presentations and written texts).

PROFICIENCY LEVEL DESCRIPTORS IN EACH DOMAIN
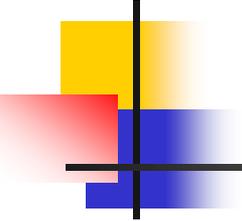
1) **Emerging**
listening, speaking, reading and writing

1) **Expanding**
listening, speaking, reading and writing

1) **Bridging**
listening, speaking, reading and writing

CREDENTIALING REQUIREMENTS FOR SPECIAL EDUCATORS PER DISPROPORTIONALITY REVIEW 2017

10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to students who are English learners with disabilities have appropriate special education credentials, as
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to students who are English learners with disabilities have appropriate special education credentials, as well as supplementary authorization, to provide English language development and primary language support?
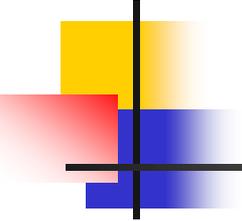
STRATEGIES TO ADDRESS DISPROPORTIONALITY OF ELS IN SPECIAL EDUCATION

BARRIERS THAT MAY LEAD TO OVER IDENTIFICATION OF ELS IN SPECIAL EDUCATION
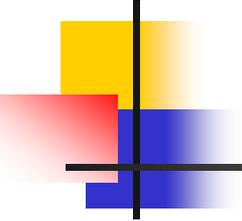
1. Lack of professionals' knowledge of second language development and disabilities and cultural considerations

1. Poor instructional practices

1. Weak intervention strategies, and

1. Inappropriate assessment tools (Sanchez et EL., 2010).
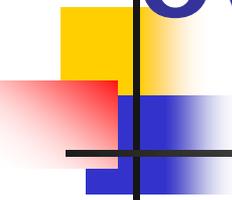
RECOMMENDATIONS TO ADDRESS OVER IDENTIFICATION OF ELS FOR SEPCIAL EDUCATION

➤ LEAs/districts must encourage communication and collaboration across disciplines and reference all applicable laws and regulations governing both SPED and Els (e.g., a special education IDEA and Title III laws and regulations)

➤ Provide inclusive professional development to address the educational needs of all students, teams are more likely to be aware of and incorporate each other's areas of expertise.

RECOMMENDATIONS TO ADDRESS OVER IDENTIFICATION OF ELS FOR SEPCIAL EDUCATION Continued

➢ Some students who are English learners (ELs) are misidentified as having learning disabilities because of inadequate assessment tools and practices

➢ Some ELs may benefit from pre referral intensive intervention versus an immediate referral to special education

➢ Some ELs may have cultural differences or emotional issues that impact their learning

Klingner & Artiles, 2003; Garcia & Ortiz, 2004; Klingner, et al., 2008; Rueda & Windmueller, 2006). Olvera, 2010

MULTIPLE TIERED SYSTEMS OF SUPPORT - RTI
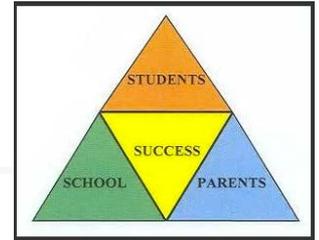
➢ **Core curriculum** implemented with fidelity (including English language development ELD)

➢ **Universal screening** of academics

(Compare ELs to like peers)

➢ **High quality, evidence-based intervention** that is multi-tiered based on individual need

➢ **Progress Monitoring** of English development and academic performance over time; data driven

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PRE REFERRAL INSTRUCTION FOR ELS

Referral
To
Special
Education

Tier III
- Frequent, <u>intensive</u>, Evidence-based intervention
- Lower student/teacher ratio
- Frequent progress monitoring
- Longer duration

Tier II
- Research based intervention
- Small groups
- Progress monitoring/ data tracking

Tier I
Monitor & track academic & language acquisition growth

Conduct universal screening to determine student risk levels
Provide core research based reading program & ELD services

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HOW IS "INTENSIVE" DEFINED?

Intensive Defined by:

o Frequency of intervention -Daily

o Duration (45-90 minutes depending on length of time intervention is provided)

o Adult to pupil ratio – 1:3 or 4 in elementary

Vaughn, et. al., 2010 "Why Intensive Interventions are Necessary For Students With Severe Reading Difficulties"

#1 factor found to impact successful RtI outcomes was EXPERIENCE OF TEACHER

Tilly & Van Der Heyden; LRP 2011
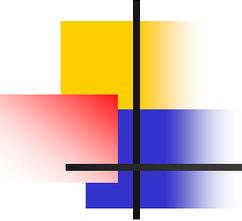
PROCESS OF LANGUAGE ACQUISITON

EL students often go through a non-verbal period in which they're absorbing information. This "silent period" can be confused for a learning disability when, in fact, it's just a part of the second-language acquisition process.

DISTINGUISHING A LANGUAGE DIFFERENCE FROM A DISABILITY
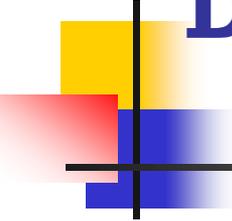
Teachers observing language acquisition in a student who is an EL can confuse the symptoms of learning disabilities with the patterns of pronunciation development

Piper, 2003), development of syntax (Gopaul-McNicol & Thomas-Presswood, 1998; Kuder, 2003, or semantic development (Mercel, 1987)
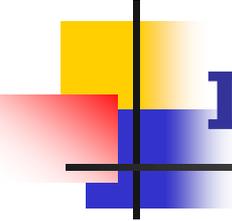
SIMILAR PATTERNS IN LEARNING DISABILITIES ACROSS LANUGAGES

In both Spanish and English for example, children with A reading disability/dyslexia might have trouble:

- Processing sounds
- Hearing sounds in order
- Distinguishing between two similar sounds
- Playing with and recognizing sounds (e.g., rhyming)
- decoding single syllable, phonetically predicatable words
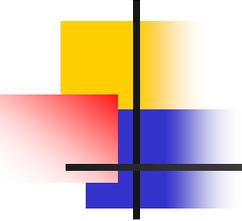
DISTINGUISHING A LEARNING DISABILITY FROM LANGUAGE DIFFERENCE

Gather such information as:

- What was the previous language of instruction?
- Was this child exposed to English before?
- How many years of educational opportunity have they had?
- Have they been responding to that opportunity?
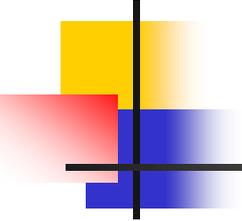
PRE REFERRAL TO SPED CHECKLIST

✓ Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been implemented with fidelity over time and demonstrated little or no progress when compared to *Like Peers* or *other students with learning disabilities*?
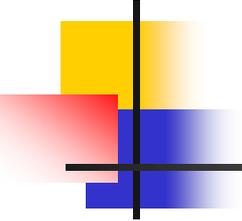
PRE REFERRAL TO SPED CHECKLIST Continued

✓ Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or in speech & language) are most likely due to a disability versus a language difference or other cultural factors?
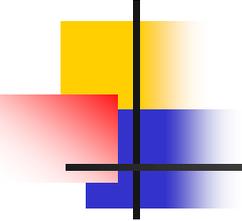
PRE REFERRAL TO SPED CHECKLIST Continued

✓ Has the team consulted with the parent regarding learning patterns and language use in the home?

✓ Are the error patterns seen in L1 similar to the patterns seen in L2 (if student has sufficient primary language skills)?

✓ Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts?
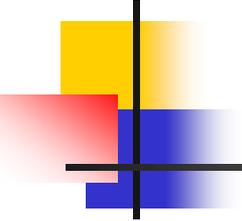
PRE REFERRAL TO SPED CHECKLIST Continued

✓ Have the following factors been considered:

- o Home background
- o Developmental history
- o Educational history
- o Cultural factors

If answers to the questions above are "YES," a referral to special education may be appropriate.
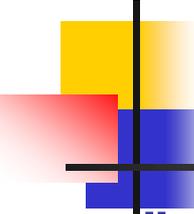
"RULE OUT" FACTORS PRIOR TO INDENTIFICATION FOR SEPCIAL EDUCATION

➢ "A pupil shall be referred for special education services only after the resources of the regular education program have been considered, and when appropriate, utilized." E. C. 56303

➢ The normal process of 2nd language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition. CCR, Title 5 3023(b)

➢ A child may not be determined to be eligible for SPED...if the determinant factor for eligibility determination is...1) lack of instruction in reading or math, or 2) limited English proficiency.... CFR 300.534
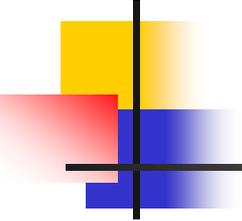
ASSESSMENT OF ELS TO DETERMINE ELISGIBILITY FOR SPECIAL EDUCATION
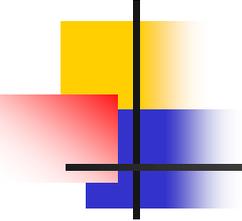
ASSESSMENT CONSIDERATIONS FOR ELS

Evaluators need to be aware of how test performance can be influenced by inequality in educational opportunities, parents' educational attainment, cultural orientation, language spoken at home, proficiency in English, socialization experiences, family structure, family income, and level of motivation to do well

Padilla, 2001
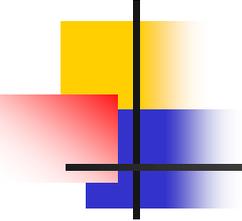
BEST PRACTICES FOR ASSESSING ELS

Cultural Factors - Evaluators assessing ELs should take into consideration cultural factors that may influence the student's academic progress or performance

The culture of a students is a component that is often misunderstood. Culture is a complex mix of values and behaviors shared by a group of people that is characterized by such things as food preferences, clothing, spiritual beliefs, family values, modes of thinking, etc.
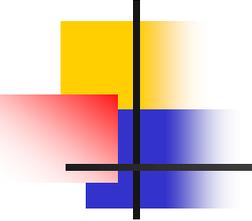
DISTINGUISHING A LANGUAGE DIFFERENCE FROM A DISABILITY

Assessment- Evaluators assessing English learners should not only evaluate English interpersonal communication skills, but should also utilize formal or informal assessments that measure the literacy-related aspects of language.

For example, assessors should analyze the EL student's ability to understand teacher-talk (e.g., tests of dictation or story retelling) and whether she/he can handle the language found in texts (e.g., close procedures or comprehension checks which measure inferential skills).

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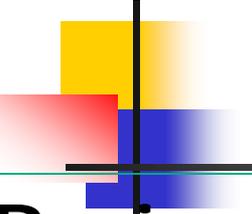
DISTINGUISHING A LANGUAGE DIFFERENCE FROM A DISABILITY

Review of Error Patterns

•Determine native language and review linguistic patterns of native language (tonal versus non tonal, etc.; phonetic versus non phonetic, etc.)

•Collect a language comparison sample (oral and written if student has written native language skills) and compare patterns of errors and rate of learning with "like peers"

•Compare error patterns with work samples of peers with learning disabilities versus patterns of errors associated with the native language – orally and in writing
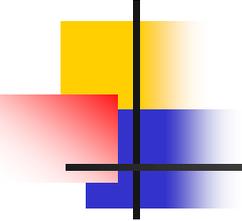
SELECTION OF ASSESSMENT TOOLS

- Culturally sensitive, not culturally biased
- Accurate – it measures the skill it is assessing
- Vetted for reliability and validity with ELS
- Administered by someone who is appropriately qualified and trained

Learning Disabilities in English Language Learners, by Dr. Louise Spear-Swerling.
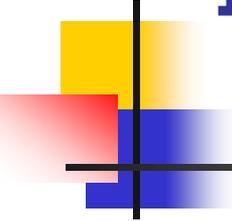
ROLES OF VARIOUS ASSESSORS IN ASSESSMENT OF ELS

Academic Assessor Role:

- **Reading**
  - ability to process sounds
  - ability to read words
  - ability to comprehend what they've read
- Writing
- Math
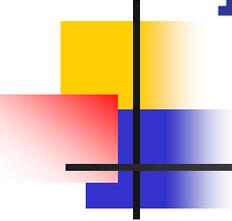
ROLES OF VARIOUS ASSESSORS IN ASSESSMENT OF ELS

Speech-language Role:

- how well children understand concepts
- how well they understand words
- how well they're able to use words in their first language and also in the second language
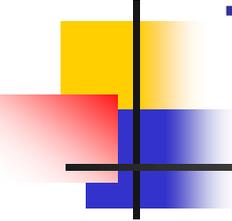
ROLES OF VARIOUS ASSESSORS IN ASSESSMENT OF ELS

Cognition / Processing Role:

- how well children understand concepts
- how well they understand words
- how well they're able to use words in their first language and also in the second language
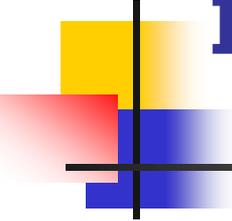
BEST PRACTICE ASSESSMENT OF ELS

IEP teams, to include persons that have 2nd language acquisition expertise must collaborate to determine the form of the assessment most likely to yield accurate information on what the child knows and can do academically when making determinations about how and when to assess in the primary language.

34 CFR § 3OO.5O4; EC 56320; 71 Fed. Reg. 46,642 (2006)

BEST PRACTICE ASSESSMENT OF ELS Continued
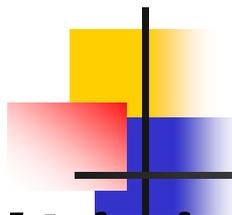
It is important for assessors of ELs to determine the following prior to assessment:

- Last grade completed in native language, if any – level of concept development in first language

- Amount of time passed since the EL has received native language instruction

- Subjects taught in the native language, and

- Levels of academic achievement in the native language when first entering the United States.
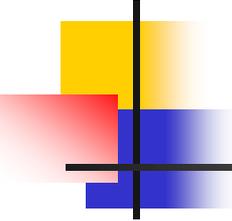
WHY ASSESS IN THE NATIVE LANGUAGE?

➢It provides comparative data to the IEP team about how the student performs in the primary language versus English.

➢The assessor can determine if similar error patterns are seen in both the primary language and English (listening, speaking, reading or writing) in order to discern if the students is having academic difficulty due to a language difference or a disability.

➢Many students acquire BICS level English speaking skills and are stronger in English academics but think at a CALPs level in their"native language".

➢Confirmation of findings in English assessment can be validated through native language assessment.

BEST PRACTICE ASSESSMENT OF ELS
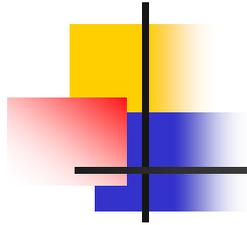
Engage in the following procedures when assessing ELs:

➢An assessor fluent in both languages should assess to determine the student's relevant strengths and weaknesses in their native language and English to guide the assessment team regarding types of assessment to be performed by using like instruments in native language and English when available. This helps to provide a more comprehensive view of what the student knows and can do (Artiles & Ortiz, 2002).

BEST PRACTICE ASSESSMENT OF ELS Continued
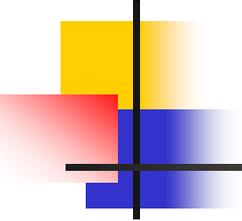
Engage in the following procedures when assessing ELs Continued:

➢ All assessors should assess in the language of preference when possible (note: some level of native language assessment is a legal mandate)

➢ If primary language assessments are not available, use non-verbal measures with other information gathering to inform decisions.
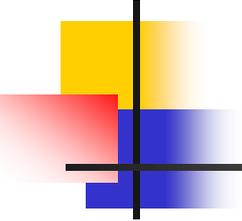
BEST PRACTICE ASSESSMENT OF ELS Continued

Engage in the following procedures when assessing ELs Continued:

➢ Assessors should be trained in second language acquisition and assessment.

➢ The decisions made regarding language modality to assess in should be clearly documented in the assessment reports.
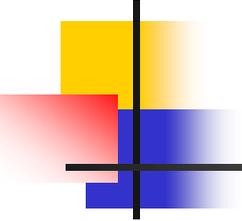
BEST PRACTICE ASSESSMENT OF ELS Continued

Assessment Procedures should also include:

➢ Structured interviews of staff and parents

➢ Ecological assessment

➢ Assess in intellectual, social and academic areas

➢ Include curriculum / criterion - based measures to determine patterns of strengths and weaknesses (PSW)
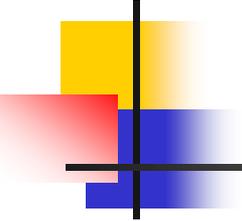
BEST PRACTICE ASSESSMENT OF ELS Continued

Strategies may include (note that all strategies that violate standardized norms must be noted in the assessment report:

➤Provide instructions in native language and English

➤Rephrase confusing instructions – use visuals

➤Allow student extra time to respond and note this in the assessment report if it is a timed measure

➤Ask student if he or she knows the answer in their native language – if he or she does note this in the report or score both answers

# HEIRARCHY OF BEST PRACTICE ASSESSMENT OPTIONS WITH ELS
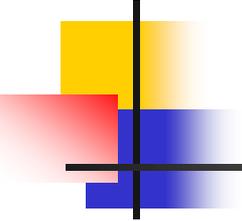
First Best Option – It is best practice to engage in the follow steps "if feasible":

➢First administer cross cultural, non-discriminatory assessments that aligned to referral concerns <u>in a standardized manner in English.</u> If analysis of the data indicates the student is performing the average or above average range there is likely no disability;

HEIRARCHY OF BEST PRACTICE ASSESSMENT
OPTIONS WITH ELS Continued

First Best Option – It is best practice to engage in the follow steps "if feasible" Continued:

➢ however, <u>assess the student in their native language</u> in relative or suspected areas of weakness to confirm scores using fully bilingual assessors. If student does not perform in the average or above average range in English then <u>engage in native language assessment</u> in all areas of concern.

# HEIRARCHY OF BEST PRACTICE ASSESSMENT
OPTIONS WITH ELS Continued

First Best Option steps Continued

- Engage in structured interviews with parents and staff

- Engage in observation of student in varied environments

- Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths compared to like peers

HEIRARCHY OF BEST PRACTICE ASSESSMENT
# OPTIONS WITH ELS Continued

Second Best Option - If it is "not feasible" to engage in the above best practice assessment options for ELs above since there is no assessor available in the native language engage in the following:

- Engage in structured interviews with parents and staff using an interpreter if necessary

- Engage in observation of student in varied environments

HEIRARCHY OF BEST PRACTICE ASSESSMENT OPTIONS WITH ELS Continued

Second Best Option Continued:

- Collect data from curriculum based and criterion-based assessment measures to validate potential areas of concern and strengths as compared to like peers

- Using a trained interpreter, administer the native language assessments under the supervision a licensed assessor and document the limitations in assessment report of the student

HEIRARCHY OF BEST PRACTICE ASSESSMENT
OPTIONS WITH ELS Continued

3rd Option – Engage in the following:

1) If there is no assessor available in the native language; assess in English, as well as engage in steps # 2-4 on slide 69, and

1) If there are no assessment tools available in the native language, use an interpreter who speaks the native language to provide an oral translation of assessments normed and written in English – document limitations in assessment report

Note: do not use standard scores – this is to confirm information regarding patterns of strengths and weaknesses only)

HEIRARCHY OF BEST PRACTICE ASSESSMENT
OPTIONS WITH ELS Continued

Worse Case Scenario Option – Engage in the following:

1) If there is no assessment tool or interpreter available in the native language engage in #2-5 on previous slide 60, and

1) Assess in English, to include non-verbal areas of cognition. If student shows low cognition or there are patterns of weakness attempt to validate with non-standardized data collection

NON DISCRIMINATORY ASSESSMENT METHODS PER DR. SAMUEL ORTIZ
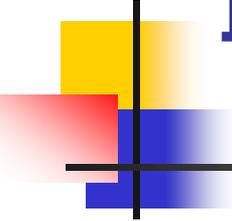
- ➢ Modified methods of evaluation / modified or testing that is altered in some way

- ➢ Non verbal assessment / language reduced

- ➢ Assessment in native language using bilingual batteries

- ➢ English language evaluation of ELs

Samuel Ortiz, 2010

NON DISCRIMINATORY ASSESSMENT METHODS PER DR. SAMUEL ORTIZ
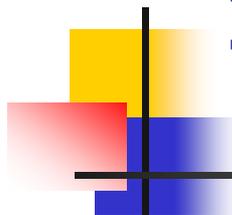
➢ **Non-verbal assessment**
  o May be biased as it targets limited areas of cognition
  o It is difficult to avoid use of some language during assessment
  o Assessments may be culturally biased even though they are non verbal
  o Some batteries only assess a narrow range of broad cognitive abilities
  o They may not control for varying levels of language proficiency

➢ **Non-verbal tools are useful for diverse assessment but cannot be the only cognitive assessment administered**

Samuel Ortiz, 2010

BEST PRACTICE ASSESMENT OF ELs PER Dr. SAMUEL ORTIZ
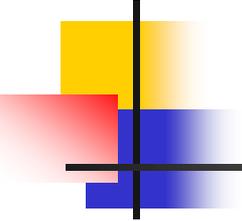
Step 1:

- Select an assessment battery that aligns to the referral concerns regardless of language differences
- First administer battery in standardized manner in English
- Plot the results using the C-LIM
- If analysis indicates student is performing in expected range there is likely no disability – engage in some level of native language assessment to validate findings (per email from Dr. Ortiz)
- If student does not perform in expected range, then engage native language assessment (step 2)

BEST PRACTICE ASSESMENT OF ELs PER Dr. SAMUEL ORTIZ Continued
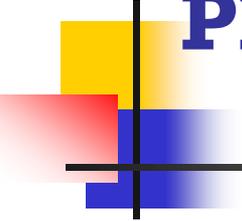
Step 2:

- Select an tests in native language in areas of suspected weakness per the English standardized assessment

- Try to select tests that align subtests administered in English

BEST PRACTICE ASSESMENT OF ELs PER Dr. SAMUEL ORTIZ Continued

Step 2 Continued:

- o   Administer native language tests in the native language or
- o   Administer native language tests with use of a trained interpreter
- o   Administer an English tool translated in the native language via a trained interpreter/translator
- o   Analyze all data quantitatively and qualitatively
- o   Tests of Gc should be interpreted relative to actual peers and if native language ability is higher – use these scores

USE OF INTERPRETERS IN ASSESSMENT OF ELS
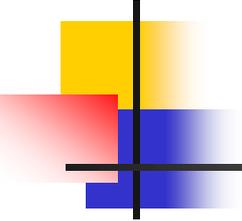
Briefing Procedures (assessor and interpreter or translator review together):

- The general purpose of the assessment session
- Which assessment instruments or questions will be administered or asked
- Share information about the student, family, culture
- Review of appropriate testing protocol/behavior
- Allow time for the translator or interpreter to organize materials, re-read the test procedures, and ask for clarification if needed
- Carefully observe interpreter behavior during assessment

USE OF INTERPRETERS IN ASSESSMENT OF ELS
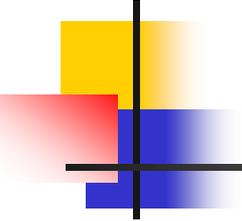
Debriefing/follow-up Procedures:

- Ask interpreter to go over each of the test or interview question responses without making clinical judgment.

- Go over any difficulties relative to the testing process.

- Go over any difficulties relative to the interpretation or translation process.

- Go over any other items relevant to assessment process.

EL ASSESSMENT RESOURCES
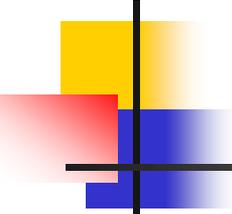
- http://www.crossbattery.com/
- *Culturally and Linguistically Diverse Exceptional Students:Strategies for Teaching and Assessment*; by Grass & Barker. Sage Publications http://www.sagepub.com/home.nav
- Ortiz, Samuel, Et. al. 2010. *Assessment of Culturally and Linguistically Diverse Students* http:/www.nasponline.org/resources/culturalcompetence/ortiz.pdf
- *Assessing Culturally & Linguistically Diverse Students: A Practical Guide. Practical Intervention in the Schools Series*; by Rhodes, Ochoa, Hector, & Ortiz. Guilford Publications.

EL ASSESSMENT RESOURCES
Continued
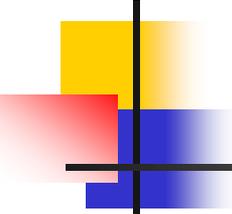
➢ Ochoa, S. H., Rhodes, R., & Ortiz, S. O. (2005). *Assessment of culturally and linguistically diverse children: A practical guide*. New York, NY: Guilford Press.

➢ Sotelo-Dynega, M., Ortiz, S. O., Flanagan, D. P., & Chaplin, W. (2013). English language proficiency and test performance: Evaluation of bilinguals with the Woodcock-Johnson III Tests of Cognitive Ability. *Psychology in the Schools, 50,* 781–797.

➢ Valdes, G., & Figueroa, R. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex Publishing.

EL ASSESSMENT RESOURCES
Continued

➢ Kayser, Hortencia *Bilingual Speech Language Pathology.*

➢ Figueroa, R. A. (2006). The diagnosis of LD in English learners: Is it nondiscriminatory? *Journal of Learning Disabilities, 39*, 206–214.

2016-17 CDE Compliance Review (CR) ITEMS RELATED TO ASSESSMENT

Compliance Test	Guidance
1) Does the written assessment report include the results of test administered in the student's primary language by qualified personnel?	Statement on the Assessment Report and on the IEP that addressed the student whose primary language is not English
2) Does the LEA assess all students identified as English learners annually using the California English Language Development Test (CELDT)?	Children with disabilities who are English learners are assessed and participate in CELDT.
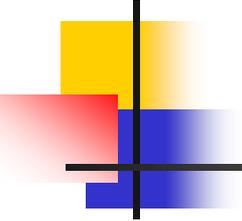
TURN TO A PARTNER OR SMALL GROUP AND DISCUSS YOUR CURRENT PRACTICES FOR ASSESSING ELS FOR ELIGIBILITY FOR SPECIAL EDUCATION

Will your practices change?
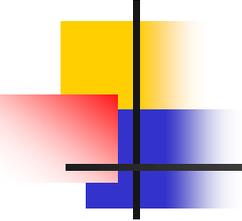
LINGUISTICALLY APPROPRIATE IEPs FOR ENGLISH LEARNERS

LANGUAGE OF INSTRUCTION CONSIDERATIONS FOR ELS WITH IEPS
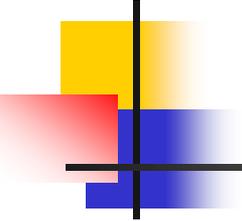
For EL students found eligible for special education it is important that the plan includes what the language of instruction will be. And once that decision is reached, it is important to stick to it. Be consistent with the language of instruction, and give the student time to respond to that instruction model.

LANGUAGE OF INSTRUCTION CONSIDERATIONS FOR ELS WITH IEPS
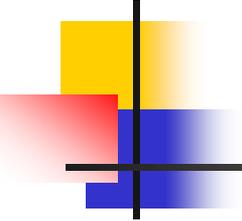
Typically remediation of skills in academic areas should match the primary language of instruction as designated by the IEP team; however, specialized academic instruction may target areas of ELA as part of an ELD service.
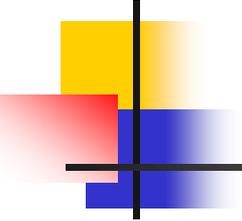
ROLE OF THE IEP TEAM

**Per the CDE CELDT Information Guide 2016-2017 and 2017-18:**

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all English learners with disabilities, and making decisions about how students can participate in the state ELP assessment.

IEP TRANSLATIONS

There is no specific regulation or law that requires that IEPs be provided to the parent in their native language per se; however, the parent(s)/guardian must have the opportunity to provide "informed consent".

EDUCATION CODE 56345
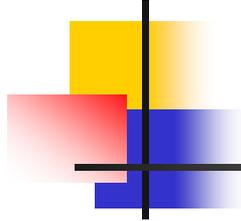
For individuals whose native language is other than English, **linguistically appropriate goals**, **objectives**, **programs,** *and* **services** *shall be included in the IEP contents*

Note: This does not require placement in a specific classroom
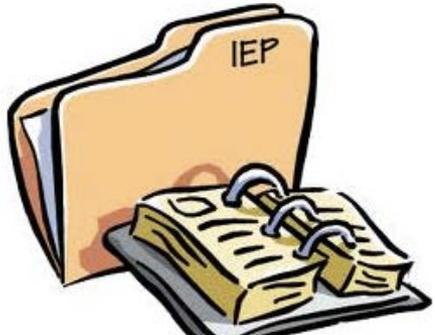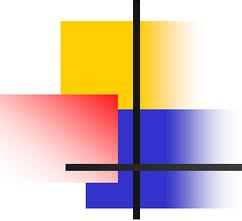
CONSIDERATIONS FOR IEP TEAMS FOR ELS

- How can we make what we're trying to teach more comprehensible?

- Do we need to take smaller steps in getting to the goal?

- Have we provided enough native language support so students can understand the information and reach their goals?
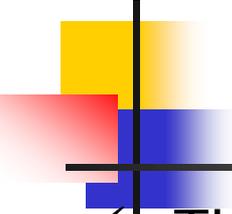
LINGUISTICALLY APPPROPRIATE IEP CHECKLIST

- ✓ The results of CELDT **or alternative assessment** in order to document English language proficiency and develop linguistically appropriate goals
- ✓ If the student requires accommodations or modifications on CELDT
- ✓ How English language development (ELD) needs will be met and who will provide those services "programs, services, and instruction"
- ✓ If the student needs primary language support and what language should be the language of instruction
- ✓ Linguistically appropriate goals to meet English language development needs

EC Section 60810; CFR Section 300.138(b)(1)(2); CFR 300.324

DOCUMENTING PROGRAM, SERVICES & INSTRUCTION IN THE IEP
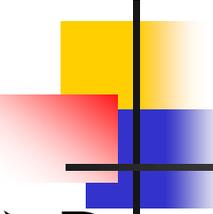
➢**Programs:** Indicate on IEP what type of EL program the student will be in such as *SEI, ELM,* or *alternate program*

➢**Services**: Indicate on the IEP if the student needs primary language support or other services to be successful

➢**Instruction**: Indicate where the ELD instruction will take place (SPED classroom, general education, etc.) and if the instruction will be in English or primary language
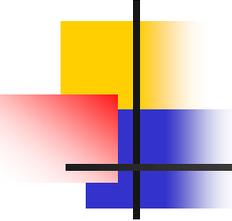
LINGUISTICALLY APPROPRIATE IEP GOALS

Linguistically appropriate goals should:

➢ Align to the student's present levels of performance in English (taken from CELDT or alternate assessment – ELPAC starting in Spring 2018)

➢ Be drafted in the student's areas of disability

Note: This may be accomplished through Alignment of the student's academic goals in ELA (listening, speaking, reading, or writing as relevant) to an appropriate ELD Standard aligned to English language proficiency results.

2016-17 CDE Compliance Review (CR)

Compliance Item	Guidance
Does the IEP team consider language needs of the student, as such needs relate to the student's IEP, and does the IEP include linguistically appropriate goals, programs and services? **Compliance Standard**: IEP consideration must be evident.	Look in the assessment report and any other documentation that the LEA has assessed the child's language needs; look in the IEP for a statement that the IEP team has considered the child's language needs. Look for linguistically appropriate goals, programs, and services
Does the LEA assess all students identified as EIs annually using the CELDT or an alternate to determine English Language Proficiency?	Review policies and procedures to ensure that children with disabilities who are English learners are assessed (with CELDT or alternate assessment) Compliance Standard: The District must annually assess all children identified as EIs and maintain a record ....
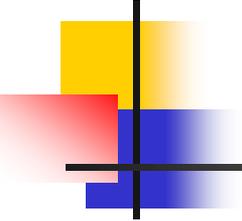
PARTNER WORK
REVIEW OF ENGLISH LEARNER IEP

MEETING THE PROGRAM NEEDS OF ELS WITH IEPS & STATE AND FEDERAL MANDATES

CALIFORNIA LEGISLATION REGARDING PROGRAMS & INSTRUCTION FOR ELS

- In 2016 SB 1174 overturned the former Proposition 227 legislation in California.

- SB 1174 eliminated the *sheltered English immersion* requirement and waiver provisions of Proposition 227, and instead provides that school districts and county offices of education shall, at a minimum, *provide ELs with a structured English immersion program, as specified.*

ESSA GUIDANCE 9-29-16 ELS WITH DISABILITIES

......requires that the data on former ELs be disaggregated by English learners with disabilities (ESEA Section 3121(a)(2), (a)(5)).

ESSA GUIDANCE 9-29-16
ELS WITH DISABILITIES Continued

The ESEA supports States' efforts to accelerate the progress of ELs in several ways. These include acknowledging the diversity of ELs and drawing attention to subgroups of ELs by requiring that certain data reported under Title III be disaggregated by English learners with disabilities.

Specifically, the new reporting requirement under Title III of the ESEA requires that States and LEAs report the number and percentage of ELs in the programs and activities who are making progress toward achieving English language proficiency in the aggregate and disaggregated, at a minimum, by English learners with disabilities........

ESSA GUIDANCE 9-29-16
ELS WITH DISABILITIES Continued

Additionally, although not required by Title III, States, LEAs, and schools are encouraged to consider further disaggregating the data on English learners with disabilities' attainment of English language proficiency, and the number and percentage of English learners with disabilities who have not attained proficiency within five years of initial classification as an EL.....States, LEAs, and schools should use the Title III data on English learners with disabilities to inform program planning, staff professional development, and instructional decision-making. These data can also inform program improvements and help LEAs and States determine instruction to address gaps in achievement.

TYPES OF ENGLISH LEARNER PROGRAMS AND SERVICES IN CA
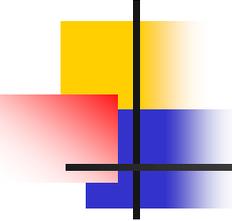
Specially Designed Academic Instruction in English (SDAIE)

- Instruction in subject matter, such as math or social science, presented in English

English Language Development (ELD)

- Designated ELD
- Integrated ELD

Core Instruction delivered in student's primary language

FEDERAL PROGRAM MONITORING (FPM) of ELS in CALIFORNIA 2016
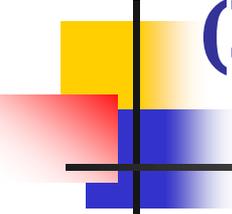
PER The CDE the following items are reviewed during an FPM review for Els:

▪Each EL receives a program on instruction in English language development *(ELD) – this includes ELs with an IEP*

▪Each EL with disabilities is assessed annually for ELD using accommodations, modifications on CELDT or alternate assessment to CELDT

▪For LEAs receiving Title III funds, within 30 days after beginning of school year...parents/guardians of initially identfied Els and annuallly thereafter must be notified of program placement - *this includes ELs with an IEP*

RESEARCH-BASED INSTRUCTION FOR ELS
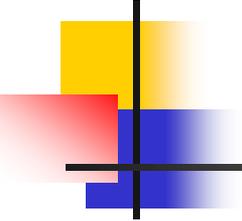
Best practice ELD instruction should:

- Explicitly teach linguistic elements of English (vocabulary, syntax, grammar, functions, and conventions)

- Integrate meaning and communication via <u>explicit, direct teaching of language (academic & conversational)</u>

- Include interactive activities among students that are carefully planned and carried out

Saunders & Marcelleti, 2013

BEST PRACTICES FOR PLANNING INSTRUCTION FOR ELS WITH DISABILITIES
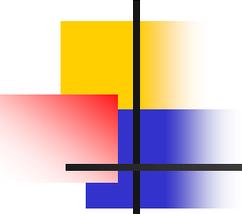
What we do know:

•ELs learn best when learning activities that build on their home language and culture

•ELs learn best when learning language in natural, meaningful contexts

•ELs need <u>explicit instruction in "academic" as well as "conversational" English</u>

Artiles & Ortiz 2002'; Susana Dutro 2013

BEST PRACTICES FOR PLANNING INSTRUCTION FOR ELS WITH DISABILITIES
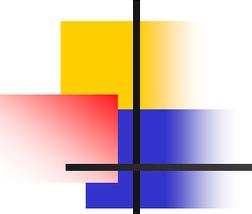
What we do know:

➤EL learning occurs best in an education context
- Rich in language input (varied vocabulary)
- With multiple forms of literacy
- With various types of organizational structures

➤(Cooperative, Dyad, and Individual)

➤With multiple forms of instructional strategies
  (Interactive, Socratic and Lecture)

Artiles & Ortiz 2002'; Susana Dutro 2013

BEST PRACTICES FOR PLANNING INSTRUCTION FOR ELS WITH DISABILITIES
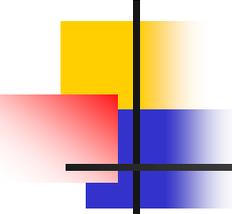
WHEN CORE INSTRUCTION IS IN NATIVE LANGUAGE

➢ Best practice is for *specialized academic instruction (SAI)* to mirror the language of classroom instruction
(Note: This is an IEP team decision and should be addressed in IEP)

➢ Some IEP teams may decide that special education services may support *English Language Development (ELD)* in areas where academic deficits are manifested

BEST PRACTICE ELD STATEGIES FOR ELS WITH DISABILITIES

Peer Assisted Learning

- Stronger English speakers model the language

- More time on task with small groups

- Less intimidating for ELLs with LD

Note: It's critical to establish these routines very early so that children are invested.

BEST PRACTICE ELD STATEGIES FOR ELS WITH DISABILITIES

Teaching Academic Vocabulary

- Teach pronunciation of words
- Explain vs. define
- Provide real life examples
- Deepen understanding through authentic activities
- Review new vocabulary with student (provide individual coaching for students with processing difficulties)

BEST PRACTICE ELD STATEGIES FOR ELS WITH DISABILITIES

Teaching Comprehension of English

- Use of questioning
- Making predictions
- Use of summarizing
- Writing extended responses to texts read
- Writing to pen pals
- Personal reactions to text

CDE-ELA/ELD Framework-July, 2014
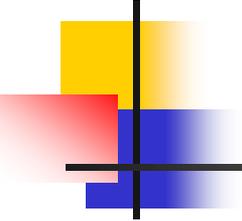
BEST PRACTICE ELD STRATEGIES FOR WORKING WITH ELS WITH DISABILITES

Focus on the cross-linguistic relationships

For example, in alphabetic languages a teacher can see some shared and unshared components. With Spanish, many consonants sound the same in English. But vowel sounds differ, an area in which the teacher can help students understand the patterns of differences.

PROGRESS MONITORING OF ELS WITH DISABILITIES
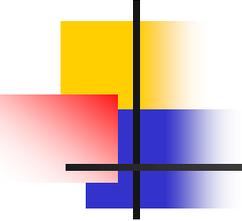
■Continually check basic vocabulary.

■Offer many opportunities to practice new words.

■Ensure they understand the meanings of new words.

CLASSROOM STRATEGIES FOR WORKING WITH ELS WITH DISABILITIES (UDL)
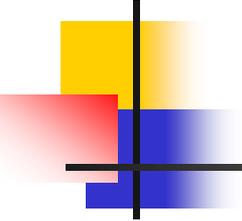
- Face your students and avoid putting your hand in front of your face.

- Be careful using idioms, e.g., "back-seat driver"; ELLs may take it literally

- Alert your students when something is particularly important. Consistently use a phrase such as "A key point is …"

CLASSROOM STRATEGIES FOR WORKING WITH ELS WITH DISABILITIES (UDL)
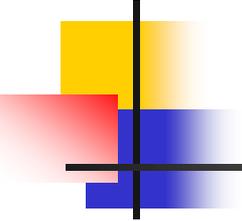
- If possible, provide written notes that will help your students follow the lessons.

- Lower the level of background noise in your classroom to help your students hear.

- Allow a long pause between your questions and your students' answers. They need time to think.

LINGUISTIC MODIFICATIONS TO MAKE CONTENT ACCESSIBLE FOR ELS WITH DISABILITES (UDL)
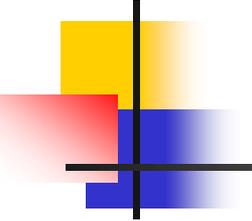
- Provide *concrete and visual representations* of new concepts
- Limit *length of linguistic structure*
- Front load vocabulary
- Use controlled vocabulary when giving directions
- Avoid use of *passive voice*
- Avoid use of *sarcasm, idioms*, etc.
- Use *short noun phrases*
- Avoid use of *subordinate clauses*

CLASSROOM STRATEGIES FOR WORKING WITH ELS WITH DISABILITIES (UDL)

- Define basic vocabulary words.

- Use visuals.

- Use hands-on activities.

- Use lots of repetition, rehearsal, and practice.

- Model activities and Speak slowly, clearly, and naturally.

SDAIE AND TYPES OF SUPPORTS FOR ELS WITH DISABILITIES (UDL)
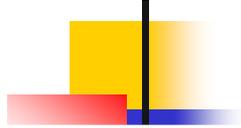
Linguistic Support	Graphic Support	Kinesthetic/Visual Support
Key vocabulary definitions	Use of charts	Modeling and demonstration of procedures
Modify verbal input/speech (shorter phrases; slower; pauses)	Use of tables	Use of gestures/facial expressions
Use of Repetition & rephrasing	Use of graphs	Use of real objects, photographs, or multi-media/videos
Provide opportunities for Interaction	Use of word walls	Use of manipulatives
Use variety of input materials (songs, poetry, etc.)	Use of semantic webs	Use of diagrams or models

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SAMPLE UDL CLASSROOM STRATEGY
CLOZE SENTENCE FRAMES

More observations - but supported with sentence frames

SAMPLE UDL CLASSROOM STRATEGY TURN AND TALK PEER ACTIVITY

Systematic ELD strategy - Turn and talk

http://www.teaching-with-style.com/2012/01/eld-workshop.html
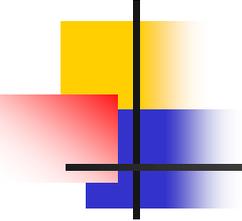
REMEMBER ELS HAVE TWICE THE COGNITIVE LOAD!

ELs have twice the cognitive load — they have to learn a new language AND learn new content simultaneously.

COORDINATION OF PROFESSIONALS WORKING WITH ELS
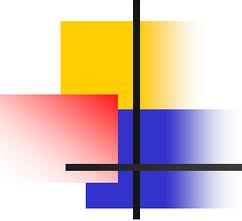
In order for these children to be successful, a team of adults will have to work together. The team should include as many of the following people as possible:

Classroom teacher

Special education teacher

ELL specialist

Parent liaison

School psychologist

Speech therapist

Learning disability specialist

Principal

Establish a plan together and then communicate regularly to assess progress and reevaluate the plan. For students who are identified as having a learning disability, this coordination should be managed by the IEP team.

ENGAGING PARENTS OF ELS WITH DISABILITIES
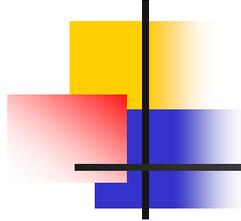
- Have small group sessions with refreshments.

- Make the parents who do participate into leaders who can encourage other parents to attend.

- Offer a parent resource center where parents can come and learn about the school or use various educational materials (e.g., books on tape, books in native languages, etc.).

- Provide translation services.
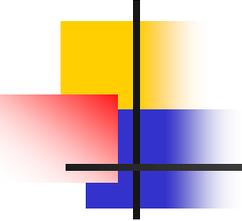
INVOLVING PARENTS OF ELS IN IEP MEETINGS

Remember a room full of professionals here to analyze your child can be very intimidating

- Reassure the parents that you are all here to help.
- Have a translator available at the meeting.
- Take meetings step-by-step, making sure parents understand everything being discussed.
- Suggest what parents can do at home to help.
- Offer an open-door policy, with an invitation for questions and frequent communication.
- Offer a list of community resources.

ACCOMMODATING PARENT LITERACY LEVELS AND STYLES
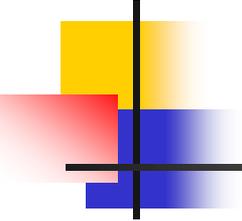
- Provide adult literacy classes with native language support.

- Provide parental involvement activities that require minimal reading.

- Provide alternative means of distributing information, such as phone calls or voicemails.
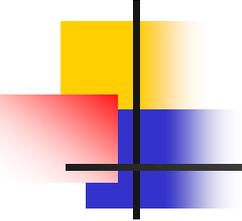
RESEARCH NEEDS FOR ELS WITH DISABILITIES

- Follow ELLs in special education over multiple years and report results.

- Look at what delivery models were used and the language of instruction.

- Compare to ELLs in general education and to non-ELL students in special education.
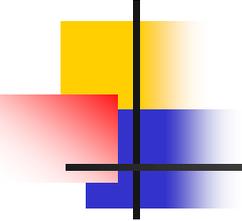
BECOMING BILINGUAL

Clip from "Becoming Bilingual," a part of the "Reading Rockets: Launching Young Readers" television series.

Rachel Carson Elementary

Chicago, Illinois

mailto:http://www.readingrockets.org/shows/launching/bilingual
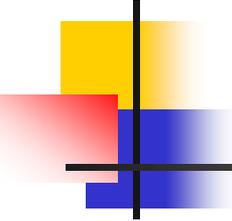
RESOURCES FOR TEACHERS
of ELLs WITH A SLD

- Center for Applied Linguistics (www.cal.org)

- Colorín Colorado (www.ColorinColorado.org)
  Check out the section on learning disabilities.

- LD OnLine (www.LDOnLine.org)
  Visit the ELL and LD section.

RECLASSIFICATION OF ELs WITH IEPS

RECLASSIFICATION

Reclassification (sometimes referred to as "redesignation":

Defined as the process by which students who have been identified as English learners (EL) are reclassified as fluent English Proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.

GUIDANCE FORM OSEP and OELA (2015)
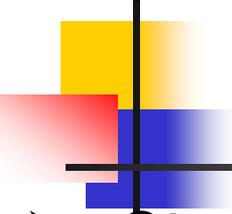
➤ States may NOT use different cut scores or achievement standards for their State ELPA Assessment (CELDT in California); however the IEP team must determine whether an EL with a disability needs to receive accommodations or take an *alternative assessment*

➤ An EL Screener may be used to help the IEP team in ascertaining the student's language needs as it relates to receiving FAPE ... and to revisit EL determinations

The guidance Q and As can be found at http://www2.ed.gov/policy/speded/guid/idea/memosdcltrs/q-and-a-on-elp

FOUR RECLASSIFICATION CRITERIA
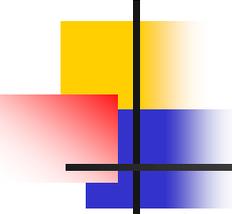
1) *Assessment of language proficiency using an* *objective assessment* *instrument, including, but not limited to, the ELD test pursuant to EC Section 60810 (i.e., the CELDT)*

1) *Teacher evaluation, including, but not limited to, a review of the pupils curriculum mastery*

1) *Parental opinion and consultation*

# FOUR RECLASSIFICATION CRITERIA Continued
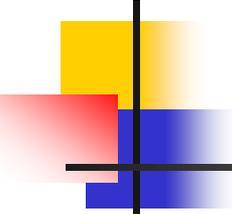
4) *Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.*

See the 2016-2017 & 2017-18 CELDT Information Guide
Participation Criteria Checklist for Alternate Assessments

FIRST CRITERIA

Assessment of Language Proficiency Using An Objective Assessment Instrument

CELDT is used as the primary criterion for the"objective assessment". Students should be considered for reclassification whose overall proficiency level is early advanced or higher and:

- o Listening is intermediate/higher
- o Speaking is intermediate/higher
- o Reading is intermediate/higher
- o Writing is intermediate/higher
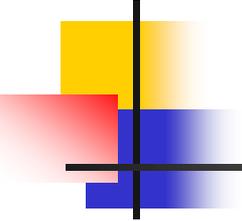
FIRST CRITERIA Continued

"Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (use most recent test data available)."

Note: Alternate assessment to CELDT may be designated by the IEP Team if appropriate; this IEP designated alternative measure can be used to inform the first criteria.

See the 2016-2017 & 2017-18 CELDT Information Guide
Participation Criteria Checklist for Alternate Assessments

FIRST CRITERIA Continued
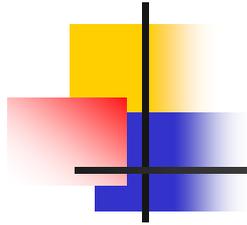
Definition of the English proficiency level for K–1 students on the CELDT - to require an overall score of Early Advanced or Advanced, with the domain scores for listening and speaking at the intermediate level or above. The domain scores for reading and writing would not need to be at the intermediate level.

See the 2016-2017 & 2017-18 CELDT Information Guide
Participation Criteria Checklist for Alternate Assessments

SECOND CRITERIA

Teacher Evaluation

Examples of criteria general and special education teachers may use to determine English language Proficiency

- Curriculum based measures (CBM)
- Progress towards IEP goals
- Observations with peers in class
- Classwork and homework samples

*Note: if incurred deficits in motivation and academic success *unrelated to English language proficiency do not preclude a student from reclassification*

*A disability may be a factor that contributes to low academic achievement and is unrelated to "English language proficiency
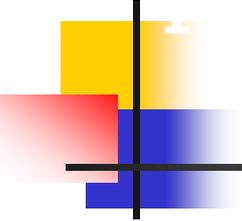
THIRD CRITERIA

Parent Opinion and Consultation

➢Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process

➢Provide an opportunity for a face-to-face meeting with parents or guardians
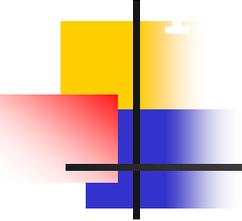
THIRD CRITERIA Continued

Parent Opinion and Consultation

➢Seek alternate ways to get parent input if face to face contact is not possible

➢Seek information from parent about student performance in English at home and in community Such as: use of English in home on phone, watching television and communication in community, etc.
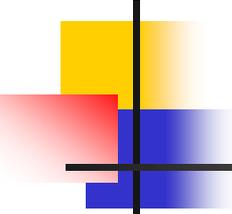
FOURTH CRITERIA

Comparison of Performance In Basic Skills
Definitions:

1. *"Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English* (e.g., could be WJIV Achievement, Brigance Standardized, WIAT or KTEA, etc).

1. *"Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.*
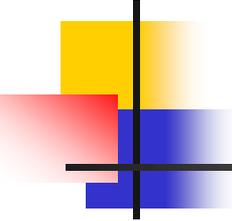
FOURTH CRITERIA Continued

3. *"Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.*

Note: The CDE has indicated that it is appropriate to compare students with disabilities to students functioning at a similar cognitive level.
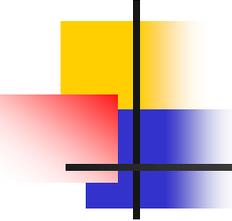
FOURTH CRITERIA Continued

"1) LEAs may identify local assessments they are going to use to determine whether English learners are meeting academic measures that indicate they are ready to reclassify.
(See "Academic Criterion for Reclassification" letter [August 2014] located on the CDE Reclassification Web page at
http://www.cde.ca.gov/sp/el/rd/index.asp).Students with scores above the cut point selected by the LEA should be considered for reclassification."

See the 2016-2017 & 2017-18 CELDT Information Guide
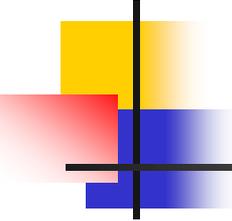
FOURTH CRITERIA Continued

- *"The LEAs may identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels."*

- *"The LEAs may identify a cut point on the selected assessment instrument, which is comparable to the midpoint of the Basic level of the ELA CST, to determine skill levels."*
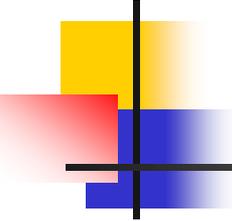
FOURTH CRITERIA Continued

2) Students with scores above the cut point selected by the LEA should be considered for reclassification.

3) *For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify* the student. Issues Related to the Reclassification of EL Students with an IEP"

CDE GUIDANCE ON RECLASSIFICATION of ELs WITH DISABILITIES
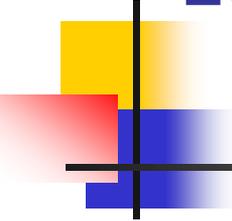
"Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local IEP teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines."

RECLASSIFICATION SAMPLE SCENARIO GUSTAVO

RECLASSIFICATION SCENARIO GUSTAVO

SCENARIO

Gustavo – Student with autism who takes alternate assessment to CELDT

Gustavo is a 6th grade student who has autism. He has an a low average to below average ability level. He is verbal; however, much of his dialogue is more repetitive of what he hears. His pragmatic and comprehension skills are low in both languages. He functions at approximately the 2nd grade level in math and 1st-2nd grade level in reading and writing. He was classified as an English Learner upon entering school in kindergarten. The IEP team has designated that Gustavo will take the VCCALPS in all four domains (Listening, Speaking, Reading, and Writing)

RECLASSIFICATION SCENARIO GUSTAVO Continued

Criteria 1: Assessment of language proficiency using an objective assessment instrument

Since Gustavo took an alternate assessment to CELDT (the VCCALPS), the reclassification team used the data from the alternate measure do determine current language proficiency.

RECLASSIFICATION SCENARIO GUSTAVO Continued

Criteria 1: Assessment of language proficiency using an objective assessment instrument

VCCALPS Scoring Information:

Levels for Domain Area:
0-6 – Basic (B)
7-12 – Early Intermediate (EI)
13-17 – Intermediate (I)
18-22 – Early Advanced (EA)
23-25 – Advanced (A)

Overall Levels:
0-24 – Basic (B)
25-48 Early Intermediate (EI)
49-68 – Intermediate (I)
69-88 – Early Advanced (EA)
89-100 – Advanced (A)
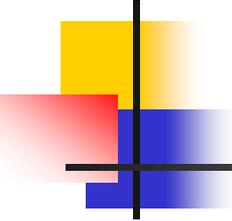
RECLASSIFICATION SCENARIO GUSTAVO Continued

Skill Areas (Primary Language)	Points (25 pts) per domain
I. Listening Total Score (25 Points Possible)	24
II. Speaking Total Score	22
III. Reading Total Score	7
IV. Writing Total Score	6

Overall Score = 59 (Intermediate level in Spanish)
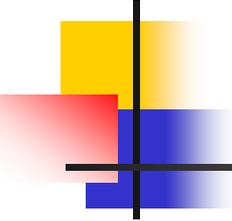
RECLASSIFICATION SCENARIO GUSTAVO Continued

Skill Areas (English)	Points (25 pts) per domain
I. Listening Total Score (25 Points Possible)	23
II. Speaking Total Score	23
III. Reading Total Score	13
IV. Writing Total Score	8

Overall Score = 67 (Upper End of Intermediate level in English)
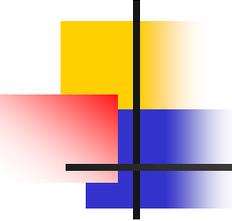
RECLASSIFICATION SCENARIO GUSTAVO Continued

Note: that even though Gustavo's VCCALPS scores are not all in the "intermediate" range (writing is not), the team felt that since all other scores on the VCCALPS indicate the he has comparable skills in his primary language and English in receptive language, and his OVERALL proficiency level is in the upper end of intermediate, the relative weakness in writing is reflection of his disability versus being an English learner and he is English proficient.

The multi-disciplinary team determined that Gustavo met the English language first reclassification proficient criteria.
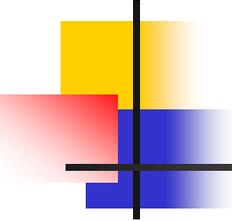
RECLASSIFICATION SCENARIO GUSTAVO Continued

Criteria 2: Teacher Evaluation

Remember: Incurred deficits in motivation & academic success unrelated to English language proficiency do not preclude a student from reclassification.

Gustavo's teachers indicated that they feel he has developed English language proficiency as evidenced by his day to day classroom performance (not related to his autism or disability)?
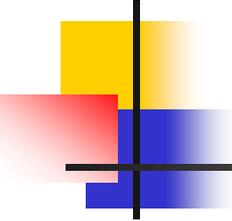
RECLASSIFICATION SCENARIO GUSTAVO Continued

Criteria 3: Parent Opinion and Consultation

Gustavo's parent(s) feel he has acquired the English skills needed to be successful in school. They see him spontaneously answering the phone in English. They indicate that he watches television in English and prefers to communicate with friends and in the community in English.

GUSTAVO SCENARIO RECLASSIFICATION SCENARIO Continued

**Criteria 4: Comparison of Performance in basic skills**

"Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such
As the *SBAC or Other Objective Measure such as WJIII or WIAT ELA* or other appropriate alternate "Objective Measure".

GUSTAVO SCENARIO RECLASSIFICATION SCENARIO Continued

Gustavo Took an "alternate assessment" for his 6th grade level versus SBAC per his IEP so the LEA / IEP team analyzed his skills to determine his level of performance in "basic skills". The team took into consideration Gustavo's cognitive ability levels and determined that yes, since he scored in the "basic" or Above range on his alternate assessment and mastered English at his "functional level."

Should Gustavo be reclassified?

Remember - LEA's make final decisions about reclassification based on data that best informs the four criteria.
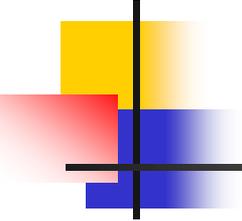
REQUIREMENTS UNDER Title III FOR ENGLISH LEARNERS WITH DISABILITIES

PARTNER ACTIVITY

RECLASSIFICATION CASE STUDY

SCENARIO

CDE RESOURCE AND GUIDANCE DOCUMENTS
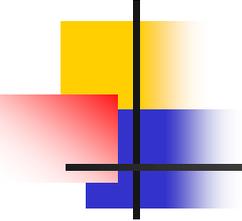
1) The CDE 2016-2017 and 2017-18 CELDT Information Guide the
   http://www.cde.ca.gov/ta/tg/ep/documents/celdt1618guide.pdf

2) 1999 ELD Standards that align to CELDT at this
   http://www.cde.ca.gov/be/st/ss/
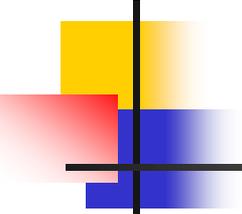
RESOURCES/REFERENCES

- **ED Guidance:** (OSEP_ http://www2.ed.gov/about/offices/list/osers/osep/policy.html#elp-qa
- **Artiles & Ortiz, 2002**, English language learners with special education needs: Identification, assessment, and instruction
- **Fetler, 2008**, Unexpected testing practices affecting English language learners and students with disabilities under No Child Left Behind
- **Gersten, R., Baker, S., Shanahan, T., Linan-Thompson, S., Collins, P., Scarcell, R. (2007)**. Effective literacy and English language instruction for English learners in the elementary grades
- **Goldenberg, C. (2008, Summer)**. TeachingEnglish language learners: What the research does – and does not – say
- **Saunders & Marcelleti, 2013**, The gap that can't go away: The Catch-22 of reclassification in monitoring the progress of English learners